

CASE STUDY ~ PART 2

WHAT WE SAW IN THE DATA



To support the analysis of the example case study, the following analysis is shown:

- ◆ For each type of data—*demographics*, *perceptions*, *student learning*, and *school processes*—we listed *strengths*, *challenges*, and *implications for the school improvement plan*. We also indicated *other data* we wish the school had—for future data profile updates (Figures G-1 through G-4).
- ◆ We lined up the *implications* for each type of data (Figure G-5) and highlighted *commonalities* (Figure G-6). This helps us paint with a broad brush, so the school can make improvements that impact all subject areas. It also helps staff understand how the school is getting its results and what has to change to get different results. Knowing the big picture enables staff to see that there are some things in demographic and perceptions data that need attention in order to ensure student learning increases. The reverse is not true: looking at student learning data will not tell staff what needs to change in other parts of the school.
- ◆ After creating the *implication commonalities*, we stood back and determined what needed to be in the continuous school improvement plan with respect to *instruction*, *assessment*, *curriculum*, *standards*, etc. (Figure G-7)

Figure G-1
What We Saw in the Data: DEMOGRAPHICS

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
DEMOGRAPHIC DATA	
1. What are Somewhere School's demographic <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
<ul style="list-style-type: none"> Somewhere School is a diverse, medium-size school serving grades K-5. Grade-level enrollments seem to be relatively steady, although decreasing in upper grades. The mobility rate is down from a couple of years ago. Student attendance is high, although down slightly this year. Great that staff are watching attendance dynamically. There is a decrease in the number of students retained—only 2 kindergarteners were retained in 2012-13. The percentage of students by ethnicity identified for special education for the district is compatible with the overall percent enrollment for the district, as well as for the school. School and district Special Education numbers are consistent over time, by primary disability and ethnicity. Pre-referral team (PRT) and SpERT (special education referral team) seem to be working well. There has been a sharp decrease in the number of students suspended over time. It is great the school is starting to collect more behavior data. The class size is low. The average number of years of teaching has increased in the last 3 years, as have the number of teachers. The grades are pretty balanced by number of years of teaching experience. The average number of years of teaching was less than the district, then greater than, and now almost equal for Somewhere School. 	<ul style="list-style-type: none"> There is declining districtwide enrollment in the last few years—up slightly in 2012-13. Somewhere School is experiencing declining enrollment. Many different ethnicities are increasing as the Caucasian student population is decreasing. In the school, the Hispanic population has increased from 58% to about 75%, and the Caucasian population decreased from 27% to just under 16%. The Hispanic student population of the district increased from 20% to 26%, while its Caucasian population decreased from 65% to 59%. Mobility rate is high at about 28%. Somewhere School's ethnic breakdown is different from the other elementary schools in the district, which are more like the district population. Almost 61% of the students are English Learners; this percentage has steadily increased over the years. Somewhere School has about 4.5 times more English Learners than the district, with no English Language Development Program. There has been a steady increase of students qualifying for Free/Reduced Lunch—much higher than the district—82% versus 25%—and close to twice as many as in 2007-08. The majority of Somewhere School parents do not have high school educations. The district open enrollment policy could be setting up Somewhere School for a more challenging share of the student population. The percentage of students qualifying for special education is about 12%. The majority of special education students are male and Hispanic. The highest percentage of special education students are identified for speech/language (57.4%). There are a lot of suspensions, but the number is one-half of two years ago, and 40% of what it was three years ago. The greatest number of behavior referrals are Hispanic and males. The referrals happened mostly in September and October, and at the beginning and end of the day, in 2012-13. Second grade has the largest number of behavior referrals, by grade level. The school needs a stronger Level 3 RtI structure for the students who need it.
2. What are some <i>implications</i> for the Somewhere continuous school improvement plan?	
<ul style="list-style-type: none"> Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?) How are class-size issues dealt with, with mobility? Does the school know why the mobility rate is high, and where students go? Do students stay in the district? How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do? Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs to meet student interests? How does the school help parents know how to help their children learn? How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program? Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RtI process? Why are so many students identified for Speech and Language? A positive, consistent behavior system is needed. Parents need to be a part of the behavior system. Instructional assistants, recess and lunch supervisors need professional development in the behavior system. 	
3. Looking at the data presented, what other demographic data would you want to answer the question <i>Who are we?</i> for Somewhere Elementary School?	
<ul style="list-style-type: none"> How does the district open enrollment policy impact Somewhere Elementary School—and in comparison to the other elementary schools? What is the intent of Special Education? How does RtI work? More data on behavior—especially following individual students dynamically and over time. 	

Figure G-2
What We Saw in the Data: PERCEPTIONS

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
PERCEPTUAL DATA	
1. What are Somewhere School's perceptual <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
<p>Kindergarten-Grade One</p> <ul style="list-style-type: none"> The staff has done a wonderful job of getting student questionnaire responses each year (98.5% in 2013). It is great to see five years of data. On the aggregate, all K-1 student responses were in agreement. Not much has changed for them over time. It is very cool the K-1 students like reading/books the most, followed by learning, and playing with friends. The second most written-in comment to the questionnaire for K-1 students was about everybody being nice to each other and not mean. <p>Grades Two-Five</p> <ul style="list-style-type: none"> Overall, the students in grades 2 through 5 are in strong agreement with the items on the questionnaire. Students in grades 2 to 5 named teachers as what they like most about their school in the past 4 years. The majority of things students in grades 2-5 liked most were related to the learning. Four years ago, students talked about wishing the playground and learning were different. In 2012-13, learning is not mentioned as something they wished was different. <p>Staff</p> <ul style="list-style-type: none"> Staff questionnaire results show that staff, for the most part, continue to be very positive about the school. All items were in agreement or strong agreement in 2012-13. Staff now feel that the school has a good public image. They also feel that their school culture and staff collaboration are the biggest strengths of the school. One can see progress over time. Staff indicate the talented school staff, staff collaboration, and the use of data are their greatest strengths. <p>Parents</p> <ul style="list-style-type: none"> Overall, parents continue to be very positive about the school. Parents, the caring, loving staff, and environment are the strengths of Somewhere Elementary School, according to parents. 	<p>Kindergarten-Grade One</p> <ul style="list-style-type: none"> Someone should follow-up on the lowest scoring items (K-1)—The work I do in class makes me think, Students at my school are friendly, I have lots of friends—even though they are still high. The second most written-in comment to the questionnaire for K-1 students was about everybody being nice to each other and not mean. <p>Grades Two-Five</p> <ul style="list-style-type: none"> The lowest items on the grades 2-5 questionnaire are related to students treating each other with respect and being friendly, having freedom and choices at school, and being challenged by the work my teacher asks me to do. American Indian students (n=8), grades 2-5, were in disagreement with the items, Students at my school are friendly, Students at my school treat me with respect, and I am safe. There were 8 American Indian students who marked low on several items; however, there is only 1 American Indian student, according to the demographic data. We don't know who these other students are. They may have thought they marked "American." Seven (7) African-American students were in disagreement to: I have fun learning, I like this school, This school is good, I have freedom at school, I have choices in what I learn, Students are treated fairly by teachers, Students at my school treat me with respect, Students at my school are friendly, and I have lots of friends. <p>Staff</p> <ul style="list-style-type: none"> The staff members with the most years of experience were the least positive in 2013. Communication continues to be the most written in comment of what needs to improve, from the perspective of staff. Equity in ideas and favorites needs to be reviewed. <p>Parents</p> <ul style="list-style-type: none"> Parents, in the ethnic category "Other," were the lowest. Parents want more social skills for students and more supervision before/after school and during recess.
2. What are some <i>implications</i> for the Somewhere continuous school improvement plan?	
<ul style="list-style-type: none"> Someone should follow-up on the lowest scoring items (K-1)—<i>The work I do in class makes me think, Students at my school are friendly, I have lots of friends—even though they are still high.</i> The lowest items on the grades 2-5 questionnaire are related to students treating each other with respect and being friendly, having freedom and choices at school, and being challenged by the work my teacher asks me to do. The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices. Communication and shared leadership need to improve. Enrichment in learning. 	

Figure G-3
What We Saw in the Data: SCHOOL PROCESSES
(School processes data not shown in Case Study.)

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
SCHOOL PROCESSES DATA	
1. What are Somewhere School's <i>strengths</i> and <i>challenges</i> with respect to the <i>Continuous Improvement Continuums</i>.	
<i>Strengths</i>	<i>Challenges</i>
<ul style="list-style-type: none"> Somewhere School has assessed on the Continuous Improvement Continuums five years in a row. Staff can see the improvements over the years. Staff have come a long way with data use and developing and implementing a shared vision. Staff understand these two have moved them forward faster than anything. Staff know the plan and work within it, better, each year. 	<ul style="list-style-type: none"> Staff need to work hard to respond to each of these issues. RtI interventions are currently not working for all students. Time needs to be "created" to allow quality learning on implementing RtI and the Common Core State Standards. Partnership development is the lowest-rated Continuum. Staff need win-win partnerships with parents.
2. What are some <i>implications</i> for the Somewhere continuous school improvement plan?	
<p><i>Somewhere School staff need to—</i></p> <ul style="list-style-type: none"> Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress. Clarify the assessment system to measure the attainment of the Common Core State Standards: <ul style="list-style-type: none"> * Balance it with variety, including performance assessments and student self-assessments. * Make sure the assessments that are used are telling them what they need to know to ensure student proficiency. * For math and behavior. * Streamline the pre-referral process, especially the form completion process. * What staff do when students are proficient on benchmarks. Improve RtI: <ul style="list-style-type: none"> * Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this. * Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way. * Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RtI system with integrity and fidelity throughout the school. Identify internal quality measures. * Clarify what the vision and RtI would look like when implemented. * Improve the peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1. Update, improve, and follow the continuous school improvement plan. Improve shared decision making and leadership: Define, implement, and communicate. Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children. Ensure cross-grade-level work improves to implement the standards, vision, and RtI consistently, and to ensure that a continuum of learning is in place and makes sense for all students. 	

Figure G-4
What We Saw in the Data: STUDENT LEARNING

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
STUDENT LEARNING DATA	
1. What are Somewhere School's student learning <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Grades two and five showed increases in the percentages of students Proficient or Advanced overall and for every student group, with the exception of Caucasians in both grade levels and males in grade five. The cohorts show good progress, for the most part. <p>Math</p> <ul style="list-style-type: none"> Overall, 2012-13 math scores improved over 2011-12 scores, except with grades two and five males; grade three females; Caucasians, except at grade four; and English only students, except at grade two. The cohorts show good progress, for the most part. <p>API</p> <ul style="list-style-type: none"> The overall API scores have been going up since 2008-09. The API scores increased for all student groups. 	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> 2012-13 was a challenging year for Somewhere School with the implementation of RtI. The percentages of students Proficient or Advanced decreased overall, and for every student group in grades three and four. <p>Math</p> <ul style="list-style-type: none"> Caucasian student scores were down for all grades, except grade four. English only scores were down for all but grade two. Males were down in grades two and five; females in grade three.
2. What are some <i>implications</i> for the Somewhere continuous school improvement plan?	
<ul style="list-style-type: none"> How is ELA being taught? How is ELA being measured on an ongoing basis? How is Math being taught? How is Math being measured on an ongoing basis? Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient? We need stronger core instruction for all students. 	
3. Looking at the data presented, what other perceptual data would you want to answer the question <i>How are our students doing?</i> for Somewhere Elementary School?	
<ul style="list-style-type: none"> Individual student growth data-are students improving their achievement over time? What is the predictive ability of the formative assessments being used to the California Standards Test (CST). 	

Figure G-5
What We Saw in the Data: IMPLICATIONS

SOMEWHERE ELEMENTARY SCHOOL			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
<ul style="list-style-type: none"> Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?) How are class-size issues dealt with, with mobility? Does the school know why the mobility rate is high, and where students go? Do students stay in the district? How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do? Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs? How does the school help parents know how to help their children learn? How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program? Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RtI process? Why are so many students identified for Speech and Language? A positive, consistent behavior system is needed. Parents need to be a part of the behavior system. Instructional assistants, recess and lunch supervisors need professional development in the behavior system. 	<ul style="list-style-type: none"> Someone should follow-up on the lowest scoring items (K-1)—<i>The work I do in class makes me think, Students at my school are friendly, I have lots of friends- even though they are still high.</i> The lowest items on the grades 2-5 questionnaire are related to students treating each other with respect and being friendly, having freedom and choices at school, and being challenged by the work my teacher asks me to do. The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices. Communication and shared leadership need to improve. Enrichment in learning. 	<ul style="list-style-type: none"> How is ELA being taught? How is ELA being measured on an ongoing basis? How is Math being taught? How is Math being measured on an ongoing basis? Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient? We need stronger core instruction for all students. 	<p><i>Somewhere School staff need to—</i></p> <ul style="list-style-type: none"> Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress. Clarify the assessment system to measure the attainment of the Common Core State Standards. Balance it with variety, including performance assessments and student self-assessments. Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency. For math and behavior. Streamline the pre-referral process, especially the form completion process. What staff do when students are proficient on benchmarks. Improve RtI: Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this. Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way. Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RtI system with integrity and fidelity throughout the school. Identify internal quality measures. Clarify what the vision and RtI would look like when implemented. Improve the peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1. Update, improve, and follow the continuous school improvement plan. Improve shared decision making and leadership: Define, implement, and communicate. Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children. Ensure cross-grade-level work improves to implement the standards, vision, and RtI consistently, and to also ensure that a continuum of learning makes sense for all students.

Figure G-6
What We Saw in the Data: IMPLICATION COMMONALITIES

SOMEWHERE ELEMENTARY SCHOOL			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
<ul style="list-style-type: none"> Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?) How are class-size issues dealt with, with mobility? Does the school know why the mobility rate is high, and where students go? Do students stay in the district? How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do? Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs? How does the school help parents know how to help their children learn? How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program? Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RtI process? Why are so many students identified for Speech and Language? A positive, consistent behavior system is needed. Parents need to be a part of the behavior system. Instructional assistants, recess and lunch supervisors need professional development in the behavior system. 	<ul style="list-style-type: none"> Someone should follow-up on the lowest scoring items (K-1)—<i>The work I do in class makes me think, Students at my school are friendly, I have lots of friends- even though they are still high.</i> The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices. Communication and shared leadership need to improve. Enrichment in learning. 	<ul style="list-style-type: none"> How is ELA being taught? How is ELA being measured on an ongoing basis? How is Math being taught? How is Math being measured on an ongoing basis? Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient? We need stronger core instruction for all students. 	<p><i>Somewhere School staff needs to—</i></p> <ul style="list-style-type: none"> Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress. Clarify the assessment system to measure the attainment of the Common Core State Standards. Balance it with variety, including performance assessments and student self-assessments. Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency. For math and behavior. Streamline the pre-referral process, especially the form completion process. What staff do when students are proficient on benchmarks. Improve RtI: <ul style="list-style-type: none"> Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this. Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way. Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RtI system with integrity and fidelity throughout the school. Identify internal quality measures. Clarify what the vision and RtI would look like when implemented. Improve the peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1. Update, improve, and follow the continuous school improvement plan. Improve shared decision making and leadership: Define, implement, and communicate. Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children. Ensure cross-grade-level work improves to implement the standards, vision, and RtI consistently, and to also ensure that a continuum of learning makes sense for all students.

LEGEND: Related to—
○ Teacher professional development

● Administrative processes

● Parents

● Data use and standards implementation

○ Communication

Figure G-7
What We Saw in the Data: AGGREGATED IMPLICATIONS

SOMEWHERE ELEMENTARY SCHOOL AGGREGATED IMPLICATIONS FOR THE CONTINUOUS SCHOOL IMPROVEMENT PLAN					
INSTRUCTION	ASSESSMENT	CURRICULUM	BEHAVIOR	VISION / PLAN	PROFESSIONAL LEARNING
<ul style="list-style-type: none"> Teachers need to strengthen their instructional strategies in ELA, Math, Science, and Social Studies. There needs to be deeper implementation of RtI. Continue to ensure that all teachers are teaching to standards and all students are meeting Common Core State Standards (CCSS) in all subject areas. Clarify what staff do when students are proficient. 	<ul style="list-style-type: none"> Clarify a balanced assessment system. We need to make sure teachers know what the new students know and are able to do when they arrive, so we do not lose instructional time. We need to collect more systematic formative data in all subject areas. 	<ul style="list-style-type: none"> Are materials, programs, and library books appropriate for the student population? (EL, poverty, mobile, special education) Will all materials, etc., help us implement the Common Core State Standards (CCSS)? We need to document and continue to improve RtI implementation. 	<ul style="list-style-type: none"> We need a positive, consistent behavior system schoolwide. We need to set-up dynamic data collection for behavior, monitor it, and change as needed. 	<ul style="list-style-type: none"> The vision needs to be fully implemented. Staff need to stay focused on the plan; always have next steps in front of them; create and post a graphic organizer to help us stay focused. We need to systematically include our parents in quality planning. 	<ul style="list-style-type: none"> Continue our professional learning in meeting the needs of our students, especially students with English as a second language, those who live in poverty, and males, specifically in ELA and Math learning, for RtI, and for implementing the Common Core State Standards (CCSS). School personnel need consistent training and implementation of behavior and motivation strategies.
RH / SPECIAL EDUCATION					
COLLABORATION	LEADERSHIP	PARTNERSHIPS	DATA	CLIMATE	COMMON CORE STATE STANDARDS
<ul style="list-style-type: none"> Staff need to strengthen peer coaching and make it and the feedback structure more systematic and defined. We need to schedule schoolwide articulation more often and make cross-grade-level articulation meetings more systematic. Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort-also as related to <i>Students Committed to Excellence</i>. 	<ul style="list-style-type: none"> Communication needs to improve among staff and with parents. Everyone needs to be a part of professional learning and leadership. We need to improve shared leadership. 	<ul style="list-style-type: none"> We need to connect student achievement data to partnerships, and look into relationships that might affect student achievement, based on our mission/vision/ plan. We need to document different ways the community is contributing to the school, and how they can predict and ensure student achievement. We need to make sure parents know how to help meet the learning needs of their children. 	<ul style="list-style-type: none"> Where do our mobile students go? Do they stay in the district? We need to gather and monitor behavior data regularly. We need to continue using schoolwide data teams. Staff need to become astute in knowing what works so they can predict and ensure successes. Staff accessibility to data tools needs to be improved. 	<ul style="list-style-type: none"> We need a system to welcome new students and their parents to the school. Staff need to continue cross-grade-level articulation, including agreements about student behavior in terms of motivation, attitude, and effort-also as related to <i>Students Committed to Excellence</i>. Staff need to continue to communicate and collaborate. 	<ul style="list-style-type: none"> We need to: Look into speech and language referrals. Streamline PRT process. Get all staff understanding RtI in the same way. Strengthen core curriculum. Evaluate and improve RtI implementation.
<ul style="list-style-type: none"> Continue to learn more about teaching and assessing the Common Core State Standards (CCSS). 					